

## GRADE 2

### Communities Here and across the World

**Standard 2-2:** The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

**2-2.4:** Summarize changes that have occurred in the life of the local community over time, including changes in the use of land and the way that people earn their living there. (G, E, H)

**Taxonomy Level:** B 2 Understanding /Conceptual Knowledge

**Previous/future knowledge:** In the first grade (1-1.4) students compared the daily life of families across the world—including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living. They also illustrated different elements of community life, including the structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.

Later, in third grade (3-1.4) students will study the effects of human systems on the physical landscape of South Carolina over time; including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. In fourth and fifth (4-5.4, 5-2.2) grade, respectively, students will learn how territorial expansion and related land policies affected Native Americans, and illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems.

In high school (ECON-1.2) students will explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.

**It is essential for students to know** the many ways people use land in the local community and to identify the different types of jobs that exist within the community. Students should know local examples of highways, recreation areas, forests, lakes, farmland, and other land resource examples. Students should understand how land use and jobs within their community have changed over time.

**It is not essential for students to know** geographic characteristics of other regions of the country. It is also not necessary for students to understand the economic features of other communities across the nation.

#### **Assessment guidelines:**

Appropriate assessment will require students to *summarize* economic and land resource changes in the local community; therefore the primary focus of assessment should be to *generalize* significant changes in land use and in the ways people earn a living within the local community over time.